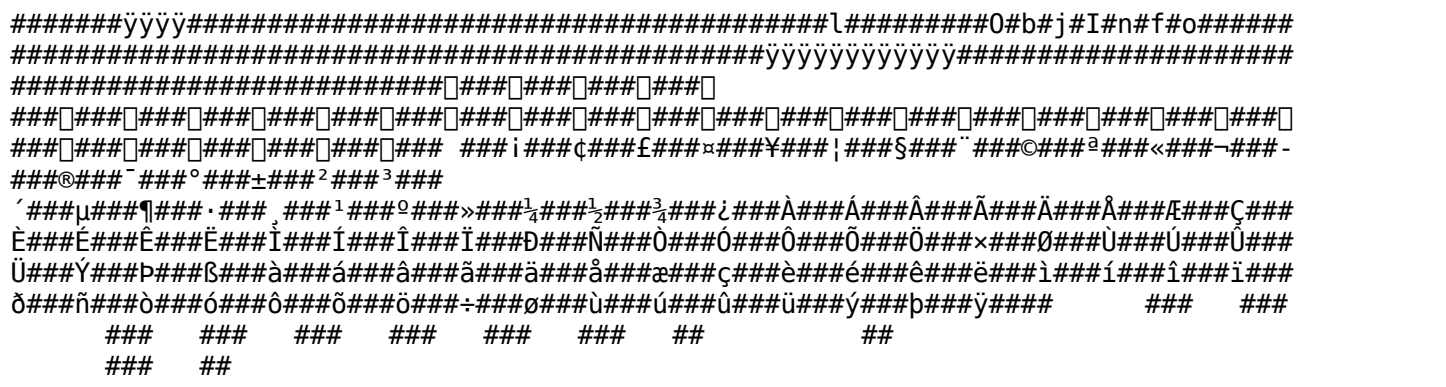

#################$##########################ÿ□#ÿÿd#########d#########9#0ý##Ðötü#
8#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########¼### PHASE I. ADMINISTRATIVE
PHASE II. INDIVIDUAL AND GROUP BEHAVIOR PHASE III.
CULTURAL AWARENESS PHASE IV. ASPECTS OF DISCRIMINATION PHASE V. EO
SKILLS AND INFORMATION

#################$##########################ÿ□#ÿÿd#########d#########9#Ïü###÷#ü&
□##############ÿ□#ÿÿd#########d#############1.   LISTEN FOR UNDERSTANDING, NOT
FOR   AGREEMENT   2.   TREAT OTHERS STUDENTS WITH DIGNITY AND
RESPECT3.   SIT BY SOMEONE DIFFERENT EVERY DAY4.   SILENCE IS AGREEMENT5.
EVERYONE□S OPINION IS IMPORTANT6.   DO NOT INTERRUPT OR DEBATE OTHERS

##ÿ#ÿÿd#########d#########9#`ý##Ðö³ü
#É#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########®###7.   BE ON TIME (MORNING, BREAKS, LUNCH)8.   TABLE TOPICS9.   CRITIQUE SHEETS, FILL THEM OUR RIGHT AFTER EACH CLASS10.   SPEAK FOR YOURSELF, NOT OTHERS

##ÿ□#ÿÿd#########d#########9#
þ##Ðöûüû#%#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########Ï###11.   DO NOT USE EXCLUSIONARY LANGUAGE12.   PARTICIPATE IN THE EXERCISES13.   NO UNIT WORK DURING THE COURSE14.   IF TIRED, STAND UP15.   MAY NOT MISS MORE THAN FOUR HOURS16.   INSTRUCTORS ARE IN CHARGE#

##ÿ#ÿÿd#########d#########9#Ðü##@ö#ü6 Ñ#ÿÿ####ÿÿ#####ÿ#ÿÿd#########ª############THE US ARMY WILL PROVIDE EQUAL OPPORTUNITYAND FAIR TREATMENT FOR MILITARY PERSONNEL,FAMILY MEMBERS, AND DA CIVILIAN WITHOUTREGARD TO RACE, COLOR, RELIGION, GENDER, ORNATIONAL ORIGIN, AND PROVIDE AN ENVIRONMENTFREE FROM SEXUAL HARASSMENT.

APPLIES TO: ON AND OFF POST   DUTY DUTY AND NON-DUTY HOURS   WORKING, LIVING, AND RECREATIONAL   ENVIRONMENTS#

##ÿ□#ÿÿd#########d#########9#`ý##0÷³üN
ã#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###   FORMULATES, DIRECTS, AND SUSTAINS   STRIVE TO ENSURE FAIR TREATMENT OF ALL   SOLDIERS   RESPONSIBILITY OF LEADERSHIP   FUNCTION OF COMMAND

##ÿ□#ÿÿd#########d#########9##ý##@öSü#
##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#############   COMMANDERS AND LEADERS ARE RESPONSIBLE   FOR UNIT EO   PROMOTE HARMONY, DO NOT MERELY AVOID DISORDER   SUPPORT INDIVIDUAL AND CULTURAL DIVERSITY   DISCIPLINE WILL NOT BE COMPROMISED   FAIR AND EQUAL TREATMENT FOR ALL SOLDIERS   AND CIVILIAN EMPLOYEES ARE EMPHASIZED#

##ÿ#ÿÿd#########d#########9##ý##@öSüI 5#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########É###   LEADER COMMITMENT   SEQUENTIAL AND PROGRESSIVE TRAINING   EFFECTIVE AND RESPONSIVE COMPLAINT SYSTEM AFFIRMATIVE ACTIONS PLANS   FEEDBACK MECHANISMS   EQUAL OPPORTUNITY ADVISORS (EOA)#

##ÿ□#ÿÿd#########d#########9##ý##`÷Sü^
#i#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###   MILITARY DISCIPLINE AND CONDUCT
APPROPRIATE BEHAVIOR   EXTREMIST GROUPS   ARMY LANGUAGE POLICY
ACCOMMODATING RELIGIOUS PRACTICESÿ

##ÿ□#ÿÿd#########d#########9#0ý###ö-ü#
##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#############   UNDERSTAND/ARTICULATE EO POLICIES
RECOGNIZE/ASSESS DISCRIMINATION   RECOGNIZE ALL FORMS OF SEXUAL HARASSMENT
RECOMMEND REMEDIES TO DISCRIMINATION AND   SEXUAL HARASSMENT   ASSESS THE
COMMAND CLIMATE   COLLECT/ORGANIZE/INTERPRET DEMOGRAPHIC   DATA#

##ÿ□#ÿÿd#########d#########9##ý###öSüß
5#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#############   ASSIST IN ASSESSING, PLANNING, IMPLEMENTING,   AND EVALUATING EO PROGRAM   PREPARE QUARTERLY NARRATIVE AND   STATISTICAL REPORT   TRAIN EORs   ASSIST IN EVALUATING UNIT TRAINING   ORGANIZE/CONDUCT EO/POSH TRAINING   CONDUCT EO EXECUTIVE SEMINARS#

##ÿ#ÿÿd#########d#########9#0ý##Ðùüİ
#1#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########®### PROCESS COMPLAINTS PROVIDE ADVISORY ASSISTANCE ON   INVESTIGATIONS REVIEW EO INVESTIGATIVE REPORTS CONDUCT FOLLOW- UP ASSISTANCE ASSIST IN ETHNIC OBSERVANCES

##ÿ□#ÿÿd#########d#########9##ý##PõSü$
################ÿ□#ÿÿd#########d#########Â### MAINTAIN LIAISON WITH COMMUNITY
ORGANIZATIONS ASSIST IN DEVELOPING EO POLICY FOR UNITS CONDUCT STAFF ASSISTANCE
VISITS PREPARE ANSR REPORT ASSIST IN DEVELOPMENT / MONITORING OF AAP

##ÿ□#ÿÿd#########d#########9#`ý##Ðö³ü□
#1#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########i###TO ASSIST COMMANDERS AT THE
BATTALIONLEVEL AND BELOW IN CARRYING OUT THE EO PROGRAM WITHIN THEIR UNIT#

##ÿ#ÿÿd#########d#########9#pü##@öÃûÿ
þ#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########L###   ASSIST COMMANDERS IN THE
RECOGNITION OF   OF DETRACTORS FROM A HEALTHY EO CLIMATE   ASSIST IN THE
CONDUCT OF CLIMATE ASSESSMENTS   MAINTAIN LIAISON WITH OTHER EORS AND WITH
EOA   ASSIST IN PREPARING/CONDUCTING ETHNIC   OBSERVANCES   REFERRING
COMPLAINANTS TO APPROPRIATE   AGENCY/EOA   EO RESOURCE PERSON

###ÿ□#ÿÿd#########d#########9#ðú##àøCú□
#½#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###   LEADER INVOLVEMENT   TRAINING
ASSESSMENTS STAFFING COMPLAINT PROCESSING AFFIRMATIVE ACTIONS ETHNIC AND
SPECIAL OBSERVANCES #

```
############################################ÿ□#ÿÿd#########d#########9##ý##`÷Süá
#Ñ#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########r###ALL ENCOMPASSING EDUCATIONAL
PROCESS FROM WHICH VALUES, GOALS, BELIEFS, ATTITUDES, AND SEX ROLES ARE
ACQUIRED.
```

##ÿ#ÿÿd#########d#########9#Àý##
û½ü##Ó#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########@### NATION REGION COMMUNITY
FAMILY MEDIA PEERS / FRIENDS

##ÿ□#ÿÿd#########d#########9#Ðü##@ö#üÃ
#9#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########á###   WHAT WE ARE NOW, DIRECTLY
RELATES TO   WHEN, AND WHERE, WE WERE VALUE   PROGRAMMED   WE ARE
PROGRAMMED WITH GUT VALUES BY   AGE TEN   VALUES WILL NOT CHANGE UNLESS A
SIGNIFICANT EMOTIONAL EVENT OCCURSÿ

##ÿ□#ÿÿd#########d#########9#Pþ##pöxýQ
      ø#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###THE TOTALITY OF THE INDIVIDUAL□S THOUGHTS AND FEELINGS HAVING REFERENCE TO HIM OR HER AS AN OBJECT. □A SNAPSHOT PICTURE.□ (DR. MORRIS ROSSENBURG)

```
####ÿ□#ÿÿd#########}#######   ####ÿ□#ÿÿd#########}#######
####ÿ□#ÿÿd#########}#########9#0ý## þjüj
      ¢#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########â###PHYSICAL            EMOTIONAL
NEEDS                       NEEDS     FOOD                           LOVEWATER
POWERSHELTER                    ACCEPTANCE
LIFE STYLE
```

```
############################################ÿ□#ÿÿd#########d#########9##ý##□ûSüÙ
#Ñ#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########=###  THE EXTANT SELF  THE DESIRING
SELF  THE PRESENTING SELF#
```

```
############################################ÿ#ÿÿd#########d#########3###öûÖ
v#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########Í###POSITIVE EFFECTS
NEGATIVE EFFECTSLOVE OF SELF AND OTHERS         HATE SELF AND OTHERSDEVELOP
ONES INTELLIGENCE       BLIND TO ONES POTENTIALDECISIVE, ASSERTIVE
INDECISIVE/DEFENSIVE/AGGRESSIVEENJOY ONES PHYSICAL                       DENY
OR EXAGGERATE PHYSICAL      ABILITIES                              ABILITIES
CREATIVE                      DESTRUCTIVETOLERANT
BIGOTED/PREJUDICED                  OPEN                                 CLOSED
      TRUSTING                      HIDDEN AGENDA(S)#
```

```
############################################ÿ□#ÿÿd#########d#########3##□##*ømûæ
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########x#########Z###   SET GOALS   SOUL-SEARCHING
REQUIRE MOTIVATION TO CHANGE   ABSENCE OF DEFENSIVENESS
```

```
############################################ÿ□#ÿÿd#########d#########3##□##*ø]ü6
#Á#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########È#########L###  CYCLICAL PATTERN OF BEHAVIOR
COGNITIVE BARRIERS   ENVIRONMENTAL PATTERN
```

##ÿ□#ÿÿd#########d#########3##□##□÷□ûv
#Í##############ÿ□#ÿÿd#########È#########>### THE SUCCESSFUL EXCHANGE OF
INFORMATION BETWEEN INDIVIDUALS.

```
############################################ÿ□#ÿÿd#########d#########3##□##□ûmûÖ
#r#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########r###  PREPARE YOURSELF  CHECK PARTNER
BE POSITIVE  USE □I□ MESSAGES  BE SPECIFIC  ACTIVE LISTENER  STAY FOCUSED
```

```
############################################ÿ#ÿÿd#########d#########3####Úùmû6
#ß#ÿÿ####ÿÿ#####ÿ#ÿÿd#########¯#########j###  SELF-CONCEPT  POOR SELF-CONCEPT
COPING WITH ANGRY FEELINGS  ADMIT YOUR EMOTIONS  SELF-DISCLOSURE
```

```
############################################ÿ□#ÿÿd#########d#########3##□##□ûmûÖ
#ß#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########È#########=###  SOURCE  ENCODE  MESSAGE  DECODE
DESTINATION  FEEDBACK#
```

```
############################################ÿ#ÿÿd#########d#########9#û##pöÓú?
µ#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#############   FRIENDLY, SOCIABLE OR PLAYFUL
DIRECTIVE, PERSUASIVE, DEMANDING,      EVALUATIVE, BLAMING, OR PRAISING
SPECULATIVE, TENTATIVE, UNCERTAIN,      SEARCHING, REFLECTING, EXPLORING OR
INTELLECTUAL    DISCLOSING, REVEALING, EXPLICIT, RESPONSIVE,     ACCEPTING, AND
AWARE#
```

```
############################################ÿ□#ÿÿd#########d#########9##ü##0ú·ú□
      ³#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########k###   LANGUAGE BARRIERS
DIFFERENT COMMUNICATION STYLES   PHYSICAL BARRIERS   PERCEPTUAL BARRIERS
NOISE#
```

##ÿ□#ÿÿd#########d#########9#`ý##`ú#ü~
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########È#########R###   SOCIAL COURTESIES   FLOW OF
INFORMATION   ASSERTIVENESS   CULTURE   HONESTY

##ÿ□#ÿÿd#########d#########9#`ý##Pø³ü#
#ý#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########V###   SONGS, SYMBOLS, AND GESTURES
ACCENTS   JIVE AND JARGON   LACK OF TRUST

```
############################################ÿ□#ÿÿd#########d#########9#Ðü###úÍû¹
#<#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########z###   MALCOLM □X□   CONFEDERATE FLAG
HANDSHAKES   PEACE SIGN   POLITICAL CARICATURES   NATIONAL FLAGS   CLENCHED FIST
```

##ÿ□#ÿÿd#########d#########9#@ü###ö□ûi
Ã#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########Ý###

AMERICANS OFTEN REACT NEGATIVELY WHEN LISTENING TO PEOPLE WITH STRONG FOREIGN ACCENTS INDIFFERENT WHEN SOMEONE IS STRUGGLING WITH THE ENGLISH LANGUAGE CAN LEAD TO OTHER ASSUMPTIONS AND BIASES ,

##ÿ#ÿÿd#########d#########9#Ðü###ö#ü&
##ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########r### EFFECTIVE LISTENING IS THE LISTENING TO THE WORDS OF THE SPEAKER AND THE MEANING OF THE WORDS ACTIVE LISTENING IS A PROCESS IN WHICH THE LISTENER TAKES ACTIVE RESPONSIBILITY TO UNDERSTAND THE CONTENT AND FEELING OF WHAT IS BEING SAID AND THEN CHECKS WITH THE SPEAKER TO SEE IF HE/SHE HEARD WHAT THE SPEAKER INTENDED TO COMMUNICATE

```
############################################ÿ□#ÿÿd#########d#########9##ü##pöcû□
#y#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########ª###   CHECK ATTITUDE AND ATMOSPHERE
KEEP THE CHANNEL OPEN AND AVOID SHORT     CIRCUITS    LISTENING REQUIRES
RESPONSE FROM THE     LISTENER    KEEP THE DOOR OPEN
```

##ÿ□#ÿÿd#########d#########3##□##Đö³ü□
3#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###VERBAL OR NONVERBAL COMMUNICATION TO A PERSON OR GROUP PROVIDING INFORMATION AS TO HOW THEIR BEHAVIOR IS AFFECTING OR INFLUENCING YOU.

```
############################################ÿ□#ÿÿd#########d#########3##□##□úsý#
#S#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########T###   PERSONAL GROWTH    FIND OUT
ABOUT SELF    GAIN INSIGHT    OPEN ENVIRONMENT
```

```
############################################ÿ□#ÿÿd#########d#########3##□###÷Ãû&
      ã#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########ì###   WHEN THE OTHER PERSON HAS
INDICATED     WILLINGNESS TO RECEIVE IT      USE TERMS THAT DESCRIBE THE OTHER□S
     BEHAVIOR WITH THE LEAST AMOUNT OF     INTERPRETATION AND THAT ACCURATELY
DESCRIBES THE BEHAVIOR    BE TIMELY
```

```
############################################ÿ□#ÿÿd#########d#########3##□##`÷³ü□
      S#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########W###   BE NONDEFENSIVE    ASK FOR
MORE INFORMATION    SAY THAT YOU DO NOT WANT FEEDBACK#
```

##ÿ#ÿÿd#########d#########3#####úóû&
#b#ÿÿ####ÿÿ#####ÿ#ÿÿd##################w### L-   LOYALTY D   -   DUTY R -
RESPECT S   -   SELFLESS-SERVICE H -   HONOR I -   INTEGRITY P   -   PERSONAL
COURAGE#

##ÿ□#ÿÿd#########d#########3##□##`ú□ü□
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########T###   PERSONAL   SOCIAL   POLITICAL
ECONOMIC VALUES   RELIGIOUS   SOCIALIZATION

##ÿ□#ÿÿd#########d#########3##□##°øãüv
#□ÿÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########6### A STATE OF MIND OR FEELING WITH
REGARD TO SOME MATTER

##ÿ□#ÿÿd#########d#########3##□##ªöÓúv
###############ÿ□#ÿÿd#########□#########ð###   DIFFICULT TO MEASURE   MAY
CREATE INFLEXIBILITY AND STEREOTYPES   OFTEN INDICATED BY BEHAVIOR   FORMED
LARGELY FROM THE CONTINUOUS   PROCESS OF SOCIALIZATION   POSITIVE OR NEGATIVE
IMPLICATIONS   USUALLY ARE NOT EASILY CHANGED

##ÿ□#ÿÿd#########d#########3##□##Úö□ü¦
□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########j###BEHAVIOR IS THE MANNER OF CONDUCTING
ONESELF. THE RESPONSE OF AN INDIVIDUAL OR GROUP TO IT□S ENVIRONMENT.

```
############################################ÿ□#ÿÿd#########d#########3##□##
÷£úö##þÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########[###BELIEFS ARE ASSUMPTIONS OR
CONVICTIONS YOU HOLD AS TRUE ABOUT SOME THING, CONCEPT OR PERSON#
```

```
#
#########
#####$###########
#########
####ÿ#ÿÿd#########d#########3####ªö####ÿÿ####ÿÿ#####ÿ#ÿÿd#################
```

#~###NORMS ARE THE RULES OR LAWS NORMALLY BASED ON AGREED UPON BELIEFS AND VALUES THAT MEMBERS OF A GROUP FOLLOW TO LIVE IN HARMONY

##ÿ□#ÿÿd#########d#########3##□##Jö3û#
□#############ÿ□#ÿÿd##########}#########@###   CONFLICT IS INEVITABLE IN ANY GROUP THAT IS TOGETHER FOR ANY LENGTH OF TIME DIFFERENT PEOPLE WILL HAVE DIFFERENT VIEWPOINTS, IDEAS AND OPINIONS CONFLICT OCCURS WHENEVER THERE IS NO INTERNAL HARMONY WITHIN A PERSON, OR WHENEVER THERE IS DISAGREEMENT OR A DISPUTE BETWEEN INDIVIDUALS

##ÿ□#ÿÿd#########d#########3##□##Úö□üö
#@#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########«###   GETTING ANGRY IS A WASTE OF TIME
THEY WON□T UNDERSTAND ME   I□M AFRAID OF THE CONSEQUENCES   CONFRONTATION IS
UNPROFESSIONAL   THEY WILL ONLY COUNTER MY ARGUMENTv

##ÿ□#ÿÿd#########d#########3##□##:÷□üV
□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########Á### DIFFERENT VALUES AND BELIEFS ROLE PRESSURE OR CLARIFICATION PERCEPTION DIFFERENCES DIVERSE GOALS OR OBJECTIVES GROUP STATUS OR IDENTITY RACE, ETHNICITY, OR GENDER DIFFERENCES ÿ

```
############################################ÿ□#ÿÿd#########d#########3##□##Úö□ü□
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########É###   PERSONALITY CLASH OR
CONFLICT   COMPETITION FOR LIMITED RESOURCES   DISAGREEMENT ON HOW THINGS SHOULD
BE     DONE   PERSONAL, SELF, OR GROUP INTEREST   TENSION AND STRESS   POWER AND
INFLUENCEÿ
```

```
############################################ÿ□#ÿÿd#########d#########3##□##Úöãü□
      ##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########¤###   DIVERTS ATTENTION FROM
IMPORTANT     ISSUES   MAY DAMAGE MORALE   MAY CAUSE POLARIZATION   REINFORCES
DIFFERENCES IN VALUES   PRODUCES REGRETTABLE BEHAVIORS
```

```
############################################ÿ#ÿÿd#########d#########3####÷ãüF
 #ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########~###   STIMULATES INTEREST   FORUM FOR
DISCUSSIONS   INCREASES COHESIVENESS   PROMOTES CHANGE   PROVIDE MEANS TO WORK
TOGETHER
```

##ÿ□#ÿÿd#########d#########3##□##Ê÷³üv
É#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###   DENIAL OR AVOIDANCE   SUPPRESSION
POWER OR DOMINANCE   THIRD PARTY INTERVENTION   COMPROMISE OR NEGOTIATION
INTEGRATION OR COLLABORATION

```
############################################ÿ□#ÿÿd#########d#########3##□##□÷ãüF
î#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########`###THE PROCEDURES BY WHICH WE TRY AND
INTERPRET INFORMATION ABOUT THE ENVIRONMENT THAT SURROUNDS US
```

##ÿ�#ÿÿd#########d#########3##�##:÷�üæ
�#ÿÿ####ÿÿ#####ÿ�#ÿÿd#########�#########�### FEEDBACK ABOUT OURSELVES AND OTHERS NOT ALWAYS BASED ON TRUE PICTURE OF REALITY WE BEHAVE AS THOUGH OUR PERCEPTIONS ARE REAL#

```
############################################ÿ□#ÿÿd#########d#########3##□##
÷#ü¶  □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########·###   RAW DATA, THE INFORMATION
THAT WE     EXPERIENCE    MENTAL PROCESS, WHICH IS UNSEEN BUT    AFFECTED BY
THINGS    OUR PERCEPTION, SENSING OR     INTERPRETATION OUR EXPERIENCE#
```

```
############################################ÿ□#ÿÿd#########d#########3##□##ºøóûæ
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########l###   FIRST IMPRESSION    SELF-
FULFILLING PROPHECY    JUST LIKE ME    BLAMING THE VICTIM    HALO EFFECT
```

##ÿ□#ÿÿd#########d#########3##□##Zø#ý#
#Sÿÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########0###AN EXAGGERATED BELIEF ASSOCIATED
WITH A CATEGORY

##ÿ□#ÿÿd#########d#########3##□##
÷óûæ 1##############ÿ□#ÿÿd#########}#########¨###   FIXED, RIGID IDEAS
ASSOCIATED WITH A GROUP OF CATEGORY OF   PEOPLE   NOT SUPPORTED BY EVIDENCE
CAN BE FAVORABLE OR UNFAVORABLE   DRIVEN BY MOTIVE

```
############################################ÿ□#ÿÿd#########d#########3##□##Ê÷³ü#
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########W###   SOCIALIZATION PROCESS    BOOKS
MASS MEDIA    EDUCATORS AND PUBLIC OFFICIALS0
```

```
############################################ÿ□#ÿÿd#########d#########3##□##□÷Sü¶
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########³###   ACCEPTANCE OF DIFFERENCES
IN PEOPLE   ACTIVE LISTENING   PROVIDE FEEDBACK   OWN YOUR BEHAVIORS/FEELINGS
RECEIVE FEEDBACK   USE INCLUSIONARY LANGUAGE   AVOID STEREOTYPES#
```

##ÿ□#ÿÿd#########d#########3##□##
÷□ü& Z#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###THE LEARNED AND SHARED BEHAVIORS AND PERCEPTIONS OF A GROUP WHICH HAVE BEEN TRANSMITTED FROM GENERATIONS TO GENERATION THROUGH A SHARED SYMBOL SYSTEM.

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷□üV
      Z#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########¶###A GROUP OF PEOPLE WITHIN A
LARGER SOCIAL STRUCTURE WHO SHARE CULTURAL AND LINGUISTIC CHARACTERISTICS WHICH
ARE DIFFERENT ENOUGH TO DISTINGUISH IT FROM OTHERS WITHIN THE SAME SOCIETY.
```

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷ãüV
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###THE PASSING OF CULTURE - THAT
IS SOCIALLY ACCEPTABLE BEHAVIORS AND ATTITUDES - FROM THE OLDER TO THE YOUNGER
MEMBERS OF A GROUP.
```

```
############################################ÿ□#ÿÿd#########d#########3##□##ÚùãüV
# #ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########X###   LANGUAGE / SYMBOLS   VALUES
BELIEFS   PATTERS OF THINKING   CUSTOMARY BEHAVIORS
```

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷ãüæ
      ±#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########²###   LANGUAGE DIFFERENCES
BEING BLUNT   TESTING   CUSTOMS, OBSERVANCES, AND NECESSITIES
SUPERVISORS/SUBORDINATE RELATIONS   MILITARY JUSTICE   SOCIAL AND SUPPORT
GROUPING
```

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷³ü□
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########³###   DEFINITION   ORIGINS OF
NATIVE-AMERICANS   BELIEFS AND VALUES   RELIGION   POPULATION TRENDS OF NATIVE-
AMERICANS   CONCEPTS OF TREATIES   LEGAL STATUS OF NATIVE-AMERICANSÿ
```

##ÿ□#ÿÿd#########d#########3##□##□øsýÖ
å#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###   BELIEFS AND VALUES   RELIGION
ROLE OF THE FAMILY   CULTURAL VALUES, ATTITUDES AND   BEHAVIORS   TREATIES
LEGISLATIONU

```
############################################ÿ#ÿÿd#########d#########3####j÷ãü¶
      £#ÿÿ####ÿÿ#####ÿ#ÿÿd##################}###   CONTEMPORARY ISSUES   KEY
NATIVE-AMERICANS ORGANIZATIONS   NATIVE-AMERICAN PARTICIPATION IN THE    IN THE
ARMED FORCES
```

##ÿ□#ÿÿd#########d#########3##□##JùSü□
#Ô#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########¦###   FOUNDATION: ENGLISH / ENGLAND
PURITANS AND PILGRIMS   INFLUENCES   DIVERGENCE FROM THE HOMELAND   PURITANISM
NON-ENGLISH GROUPS   NON-PROTESTANT GROUPS

```
############################################ÿ□#ÿÿd#########d#########3##□##ú÷#ýV
      Ó#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########e###   IMMIGRANT EXPERIENCE
REASON FOR IMMIGRATING   THE VOYAGE   AMERICA□S CONSCIENCE AND SERVITUDE#
```

##ÿ□#ÿÿd#########d#########3##□##Zø□ü&
³#ÿÿ####ÿÿ#####ÿ□#ÿÿd######### #########~### IMMIGRATION WAVES
IMMIGRATION ACTS AND LAWS ASSIMILATION CONTEMPORARY AMERICA CURRENT STATUS
OF WHITE-AMERICANS

```
############################################ÿ□#ÿÿd#########d#########3##□##êøãü¶
      £#ÿÿ####ÿÿ#####ÿ□#ÿÿd######### #########e###   FAMILY STRUCTURE
CONSERVATIVE BEHAVIOR   ADMIRING OBJECTS AND GIFTS GIVING   WOMEN□S CLOTHINGc
```

##ÿ□#ÿÿd#########d#########3##□##*øÃûö
#Ó#ÿÿ####ÿÿ#####ÿ□#ÿÿd######### #########□###

WHAT IS ISLAM?   WHO ARE MUSLIMS?   WHAT IS THE KORAN?   FIVE PILLARS OF ISLAM   WHAT DO MUSLIMS THINK ABOUT JESUS?   MUSLIMS WOMEN   MARRIAGEÿ

##ÿ□#ÿÿd#########d#########3##□##ú÷#ýÆ
#Ó#ÿÿ####ÿÿ#####ÿ□#ÿÿd######### #########m###   ARAB-ISRAELI CONFLICT   AMERICAN
ROLE IN THE MIDDLE EAST   KUWAIT   DISCRIMINATION IN THE UNITED STATES#

```
############################################ÿ□#ÿÿd#########d#########3##□##ú÷#ýÆ
#²#ÿÿ####ÿÿ#####ÿ□#ÿÿd######### #########Y###   DEFINITION   MAJOR GROUPS
HISTORICAL EXPERIENCES OF HISPANIC-    AMERICAN GROUPS ÿ
```

##ÿ□#ÿÿd#########d#########3##□##ºø□û6
#ë#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########®###   HISPANIC PROFILE   ANTI-HISPANIC
SENTIMENT AND   DISCRIMINATION   THE HISPANIC AGENDA   SOCIAL CHARACTERISTICS
HISTORIC CONSIDERATIONS   HISPANIC IN THE MILITARY

##ÿ□#ÿÿd#########d#########3##□##
ú#þ##¼#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########=###   EDUCATION   BUSINESS AND
LABOR   POLITICS AND GOVERNMENTÿ

```
############################################ÿ□#ÿÿd#########d#########3##□##júsýV
#¿#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########N###   DEFINITION   NATIONS OF AFRICA
AFRICAN SOCIETY   SLAVE TRADE PERIOD
```

###ÿ#ÿÿd#########d#########3####ú÷ûÆ
#X#ÿÿ####ÿÿ#####ÿ#ÿÿd#########¯############# ROLE OF THE SLAVE FAMILY MUSIC
LANGUAGE RELIGION DEVELOPMENT OF THE BLACK CHURCH IN AMERICA A

```
############################################ÿ□#ÿÿd#########d#########3##□##j÷ãüæ
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########□###   EARLY LAWS DURING SLAVERY
AND THEIR     IMPACT ON BLACK AMERICANS   EMANCIPATION PROCLAMATION
RECONSTRUCTION (1870-1877)V
```

```
############################################ÿ□#ÿÿd#########d#########3##□##j÷□üæ
      F#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########Ê###
```

SOURCE FOR BLACK CULTURE
BLACK-AMERICAN FAMILY   CUSTOMS AND TRADITIONS   DYNAMICS OF BLACK-AMERICAN
CULTURE   RELIGION   LAWS AND BLACK-AMERICAN, 1877 TO   PRESENT   CIVIL RIGHTS
MOVEMENT

##ÿ□#ÿÿd#########d#########3##□##zù³ü¦
#ý#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########x###   EDUCATION   EMPLOYMENT
POLITICAL POWER   BLACK ON BLACK CRIME   EO IMPACT IN THE MILITARY   EO IN THE
MILITARY

##ÿ□#ÿÿd#########d#########3##□##Jù3ûv ###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########x#########Ú###   COLONIAL PERIOD   REVOLUTIONARY WAR   POST-REVOLUTIONARY WAR   CIVIL WAR   INDIAN CAMPAIGNS   SPANISH-AMERICAN WAR   WORLD WAR I   WORLD WAR II   POST WORLD WAR II   KOREAN WAR   THE VIETNAM ERA TO PRESENT

##ÿ□#ÿÿd#########d#########3##□###ùóûf
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########Í###   FOREIGN MINER□S ACT
NATURALIZATION ACT   CHINESE EXCLUSION ACT   GENTLEMEN□S AGREEMENT   CABLE ACT
ALIEN LAND ACT   EXCLUSIONARY IMMIGRATION ACT   TIDDINGS-MCDUFFIE ACT   WORLD
WARS I AND II#

```
############################################ÿ□#ÿÿd#########d#########3##□##úú□üv
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########[###   INDIVIDUAL   FAMILY   CLAN
RESPECT FOR AGE   STRONG MALE TRADITION   FILIAL PIETY#
```

##ÿ□#ÿÿd#########d#########3##□##□ú#ý#
#Ð#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########a###   PATRIARCHAL   FILIAL PIETY
MALE ORIENTED   FAMILY ABOVE INDIVIDUAL   CONCEPT OF □HOUSE□ÿ

##ÿ□#ÿÿd#########d#########3##□###ùãü6
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###   SOCIAL CLASS STRATIFICATION
FILIAL PIETY   MALE DOMINANCE   CONCEPT OF □CHIP□   STRONG RESPECT FOR ELDERS
AND   EDUCATED

##ÿ□#ÿÿd#########d#########3##□##ú÷sý□
#×#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########{### AFFECTED BY OUTSIDE INFLUENCES
LESS FORMAL FAMILY RELATIONSHIPS EXTENDED FAMILY MALE-FEMALE RELATIONSHIP
EXISTS#

##ÿ□#ÿÿd#########d#########3##□##j÷□üö
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□############   OLDEST AND MOST WIDESPREAD ON
EARTH   SPOKEN LANGUAGE IS MONOSYLLABIC   GESTURE AND TONE IMPORTANT   OVER 1000
DIALECTS   ONE WRITTEN LANGUAGE   IDEOGRAPHS FOR WORDS#

##ÿ□#ÿÿd#########d#########3##□##Úö□üF
@#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########©###   WRITTEN LANGUAGE BORROWED FROM
CHINA   POLYSYLLABIC AND MUTUALLY INTELLIGIBLE   EXPRESS IDEAS VERSUS WORDS
KANJI, HIRIGANA, KATAKANA WRITTEN   LANGUAGE#

##ÿ□#ÿÿd#########d#########3##□##:÷□ü¦
s#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###   WRITTEN WITH CHINESE CHARACTERS
GRAMMAR SIMILAR TO JAPANESE   DIFFERENT LEVELS OF SPEECH   DIALECTS MUTUALLY
INTELLIGIBLE#

```
############################################ÿ□#ÿÿd#########d#########3##□###ù□ü¦
#s#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¥#########f###   300 DIFFERENT LANGUAGES
TAGALOG NATIONAL LANGUAGE   NO SOUNDS FOR F,V,W,Z   DIFFERENT DIALECTS
```

```
############################################ÿ□#ÿÿd#########d#########3##□##júãüö
#O#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¥#########K###   TAOISM   BUDDHISM   CONFUCIANISM
KOREAN CHRISTIANITY   CH□ONDO-GYO#
```

##ÿ□#ÿÿd#########d#########3##□##:÷#ýæ
      ##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¥#########{###   CHINESE CONCEPT OF □FACE□
AND VISIBILITY   JAPANESE GENERATIONS CHANGE   KOREAN CONCEPT OF □KIBUN□
FILIPINO LOYALTY#

```
############################################ÿ□#ÿÿd#########d#########3##□##êø#ýÆ
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¥#########O###   EDUCATION   ECONOMIC ISSUES
U.S. MILITARY   CURRENT PROBLEMS AND ISSUES#
```

```
############################################ÿ□#ÿÿd#########d#########3##□##êø#ýÆ
################ÿ□#ÿÿd#########¥#########E###   FAMILY   OVERCOMING STEREOTYPES
BACKLASH DUE TO NEW IMMIGRANTS#
```

```
############################################ÿ□#ÿÿd#########d#########3##□##ªù#ýF
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¥#########V###   HISTORICAL PERSPECTIVE   CONCEPT
OF JUDAISM   EARLY JEWISH HISTORY   LEGISLATION
```

##ÿ□#ÿÿd#########d#########3##□##êø#ý□
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¥#########|###   THE ORTHODOX   THE REFORM
JUDAISM   CONSERVATIVE JUDAISM   EXTREME JEWISH MOVEMENTS   JUDAISM: ITS VALUES
AND ETHICS

##ÿ□#ÿÿd#########d#########3##□##:÷óûV
)#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########Ü###PREJUDICE IS DEFINE AS A NEGATIVE ATTITUDE OR FEELING TOWARD CERTAIN GROUPS BASED UPON FAULTY AND INFLEXIBLE GENERALIZATIONTHREE COMPONENTS OF PREJUDICE: THINKING COMPONENT EMOTIONAL COMPONENT ACTING OUT PREJUDICE

```
############################################ÿ□#ÿÿd#########d#########3##□##Zø#ü6
#9#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########g###   DISPARAGING TERMS   AVOIDANCE
DISCRIMINATION   PHYSICAL ATTACKS   EXTERMINATION OR GENOCIDE  d
```

##ÿ□#ÿÿd#########d#########3##□##:÷#ü□
9#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########Ì###RACISM IS DEFINED AS ANY ATTITUDE OR ACTION BY AN INDIVIDUAL, GROUP, OR INSTITUTION SUBORDINATE TO ANOTHER PERSON OR GROUP BECAUSE OF SKIN COLOR OR OTHER PHYSICAL TRAITS ASSOCIATED WITH A PARTICULAR GROUP

```
############################################ÿ□#ÿÿd#########d#########3##□##j÷Cý¶
      §#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########{###SEXISM IS DEFINED AS AN
ATTITUDE, BEHAVIOR, OR CONDITIONING THAT FOSTERS STEREOTYPES OF SOCIAL ROLES
BASED ON SEX OR GENDERi
```

##ÿ□#ÿÿd#########d#########3##□##zöÓú¶
      n   #############ÿ□#ÿÿd#########□#########L###WEBSTER□S DICTIONARY:
DISCRIMINATION IS DEFINED AS THE ACT OR ABILITY TO DISCRIMINATE OR MAKE A
DIFFERENCE OR CLEAR DISTINCTIONEO/EEO PERSPECTIVE DEFINITION:ACTION OR PRACTICES
CARRIED OUT BY MEMBERS OF DOMINATE GROUPS - OR THEIR REPRESENTATIVES - WHICH
HAVE A DIFFERENTIAL AND HARMFUL IMPACT ON MEMBERS OF SUBORDINATE GROUPS

```
############################################ÿ□#ÿÿd#########d#########9#ðý###úCý©
#§##############ÿ□#ÿÿd#########d#########M###   OVERT or HIDDEN    DIRECT or
INDIRECT    INTENTIONAL or UNINTENTIONAL#
```

```
############################################ÿ#ÿÿd#########d#########9#ý##
ûü##£#ÿÿ####ÿÿ#####ÿ#ÿÿd##################l###   LEGITIMATE POWER   REWARD
POWER   COERCIVE POWER   EXPERT POWER   REFERENT POWER   ASSOCIATIVE POWER
```

```
############################################ÿ□#ÿÿd#########d#########9#□ý###ü□üx
#ü#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########W###   WEAKNESS   EXPANDING
INFORMATION   MANNERISMS   DEFENSE   GIVING   PROMOTION#
```

##ÿ□#ÿÿd#########d#########9#Pþ##@üMý#
#±#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########?###   GROUP SIZE   SOCIAL DISTANCE
COMPETITION   POWER THREAT#

#################$##########################ÿ□#ÿÿd#########d#########9# ü###÷óû#
=#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########ü###THE TRANSFORMATION OF PREJUDICE,
BASED ON RACE OR GENDER THROUGH THE EXERCISE OF POWER AND AUTHORITY AGAINST THE
GROUP DEFINED AS INFERIOR BY INDIVIDUALS AND INSTITUTIONS OR ORGANIZATIONS WITH
THEINTENTIONAL OR UNINTENTIONAL SUPPORT OFTHE CULTURE

```
############################################ÿ□#ÿÿd#########d#########9#Àý##Àú½ü¹
#,#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########y###   CONTACT   SOCIAL VISIBILITY
UNEQUAL POWER   ETHNOCENTRISM   COMPETITION   STEREOTYPES   SEX-ROLE
SOCIALIZATIONn
```

##ÿ□#ÿÿd#########d#########9# ü##pùÑûô
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########Ì###   PATERNALISM IGNORING SPEAKING
FOR TESTIMONIALS ETHNIC, RACISTS, SEXISTS JOKES   FREQUENT INTERRUPTIONS
STEREOTYPICAL LANGUAGE TITLES AND RANKS DENYING OPPORTUNITIES DUBIOUS
SUPERVISION

##ÿ□#ÿÿd#########d#########9#Àý##Ðùñü£
#}#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########x#########`###   REFERENCE GROUPS   CONFORMITY TO
NORMS   SELF-FULFILLING PROPHECY   PRO-SEXISM / RACISM

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷□üV
      Û#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########±###
```

INEFFECTIVE USE OF ABILITIES   ADVERSE IMPACT ON NATIONAL INCOME   DEVIANT BEHAVIOR ACTED OUT INNERGROUP TENSIONS IN COMMUNITY   ADVERSE IMPACT ON U.S. IN WORLD AFFAIRS

###ÿ□#ÿÿd#########d#########3##□##ºøaü#
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########x#########□###

AWARENESS   EDUCATION
LEGISLATION   PARTICIPATION   SELF-ANALYZE   ACKNOWLEDGE AND UNDERSTAND
DIFFERENCES   COMMANDER□S RESPONSIBILITY

##ÿ□#ÿÿd#########d#########3##□##:÷ÑûV
□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########_###A FORM OF GENDER DISCRIMINATION THAT INVOLVES UNWELCOMED SEXUAL ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE WHEN: A PERSON□S JOB, PAY, OR CAREER PLACED   AT RISK AN EMPLOYEE□S EMPLOYMENT OR CAREER PLACED IN JEOPARDY   IT CREATES AN INTIMIDATING, HOSTILE,   OR OFFENSIVE WORK ENVIRONMENT#

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷ÑûV
      ³##############ÿ□#ÿÿd#########d#############    LATIN TERM MEANING, □THIS
FOR THAT□    CONDITIONS PLACED UPON A PERSON□S      CAREER OR TERMS OF
EMPLOYMENT IN     RETURN FOR SEXUAL FAVORS    PROMISES OF CAREER ADVANCEMENT,
PROMOTIONS, AND OTHER BENEFITS,    SHOULD THE VICTIM GIVE-IN TO THE    SEXUAL
ADVANCES#
```

```
############################################ÿ#ÿÿd#########d#########3####êøaü¦
#Å#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########_###   OFFENSIVE      UNWANTED
UNSOLICITED COMMENTS AND/OR     BEHAVIORS OF A SEXUAL NATURE #
```

```
############################################ÿ□#ÿÿd#########d#########3##□##jú±ýö
#û#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########C###   VERBAL COMMENTS   NONVERBAL
GESTURES   PHYSICAL CONTACT   P
```

##ÿ□#ÿÿd#########d#########3##□##ú÷ñüV ##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########Í### IS THE BEHAVIOR SEXUAL IN NATURE? IS THE BEHAVIOR UNWELCOME DOES THE BEHAVIOR CREATE A HOSTILE OR OFFENSIVE ENVIRONMENT? HAVE SEXUAL FAVORS BEEN DEMANDED, REQUESTED, OR SUGGESTED?#

##ÿ□#ÿÿd#########d#########3##□##ú÷ñüV
®#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□### INTERFERES WITH WORK PERFORMANCE CREATES A HOSTILE ENVIRONMENT STRESS FEAR AND ANXIETY (QUID PRO QUO) LESS PRODUCTIVE

```
############################################ÿ□#ÿÿd#########d#########3##□##ú÷ñüV
      ##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###   DIRECT APPROACH   INDIRECT
APPROACH   THIRD PARTY   A LETTER OR MEMORANDUM   CHAIN OF COMMAND   FILE A
FORMAL COMPLAINTD
```

##ÿ#ÿÿd#########d#########3####ú÷üV
s#ÿÿ####ÿÿ#####ÿ#ÿÿd#########n#############   ADMINISTRATIVE ACTIONS
MANDATORY COUNSELING   ADDITIONAL TRAINING   DENIAL OF CERTAIN PRIVILEGES
REHABILITATIVE TRANSFER   LETTER OF ADMONISHMENT/REPRIMAND   RELIEF FOR CAUSE
(OER/NCOER)   ADVERSE PERFORMANCE EVALUATION   BAR TO REENLISTMENT   SEPARATION

```
############################################ÿ□#ÿÿd#########d#########3##□##ú÷□üV
      y##############ÿ□#ÿÿd#########n#########´###   BE PROACTIVE!   KEEP
SOLDIERS / CIVILIANS INFORMED     AND EDUCATED   CONDUCT TRAINING   OUTLINE
PROCEDURES AND POLICIES   BE FAMILIAR WITH REGULATIONS AND       POLICIES
```

##ÿ□#ÿÿd#########d#########9#À### ùöÿ½
Q#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########o###Army Policy On Sexual HarassmentImpact On Personal and Unit PerformanceHow To Recognize Sexual Harassment#

##ÿ□#ÿÿd#########d#########9#À###0úöÿÀ
#Q#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########V###How To Prevent Sexual Harassment
Informal Resolution TechniquesSanctions And Laws

```
#
#########
#####(###########
#########
####ÿ□#ÿÿd#########d#########9#Ðü## ø@üx □
þÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########¢###A Form Of Sex Discrimination That
Involves Unwelcome Sexual Advances, Requests For Sexual Favors, And Other
Verbal, OrPhysical Conduct Of A Sexual Nature, When:
```

#¢#########¢#################
¢#########=####ÿ□#ÿÿd#########d#######;####ÿ□#ÿÿd#########d#######*####ÿ□#ÿÿd###
######d#########9#Ðÿ##àø@ÿ&
Í#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########ª###Submission To Such Conduct Is Made Either Explicitly OrImplicitly A Term Or Condition Of A Person□s Job, Pay Or Career, Or,Submission To Or Rejection Of Such Conduct Is Used As ABasis For Career Or Employment Decisions Affecting ThatPerson, Or,Such Conduct Has The Purpose Or Effect Of UnreasonablyInterfering With An Individual□s Work Performance Or CreatesAn Intimidating, Hostile, Or Offensive Working Environment.

#
#########
#####(###########
#########
####ÿ□#ÿÿd#########d#########9##ý##□÷pü5
ð##############ÿ□#ÿÿd#########d#########Ð###The Definition Of Sexual Harassment Emphasizes That WorkplaceConduct, To Be Actionable As "Abusive Work Environment" Harassment, Need Not Result In Concrete Psychological Harm to TheVictim, But Rather Need Only Be So Severe Or Pervasive That A Reasonable Person Would Perceive, And The Victim Does Perceive,The Work Environment Is Hostile or Abusive. Any Person In A Supervisory Or Command Position Who Uses Or Condones Any Form of Sexual Behavior To Control, Influence, OrAffect The Career, Pay, Or Job Of A Military Member Or CivilianEmployee Who Makes Deliberate Or Repeated Unwelcome VerbalComments, Gestures, Or Physical Contact Of A Sexual Nature In TheWorkplace Is Also Engaging In Sexual Harassment.

##ÿ#ÿÿd#########d#########9#àþ###ù3þE
################ÿ#ÿÿd#########d############Profanity, Off-Color JokesSexual Comments, ThreatsWhistling, Barking, Grunts, Growling, Etc.Passing Rumors of Sexual Acts Or Involvement

```
#     #########   ################# #########
      ####ÿ□#ÿÿd#########d#########9#àþ##Pø^þ|  □
#############ÿ□#ÿÿd#########d#########÷###Leering, WinkingLicking Lips,
Displaying/Giving Sexually Suggestive Pictures OrCartoonsStroking, Grabbing,
Patting, Hugging, Pinching, ProvocativelyPosingCornering Or Blocking A
PassagewayAdjusting Someone□s Clothing Without Permissionÿ
```

```
#&#########&#################&#########
####ÿ□#ÿÿd#########d############ÿ□#ÿÿd#########d#########9#P###Ðö□#Æ
      º#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###Submitting To, Or Rejecting
Sexual AdvancesOr Requests Can Not Be A Condition Upon WhichA Person's Job,
Career Or Upcoming PromotionDepends.#
```

#####(###########
####ÿ□#ÿÿd#########d#########9##ý## øeü
·#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########Z#########Z###Conduct That The Soldier, Family Member OrEmployee Did Not Elicit Or Incite, And That He Or SheRegards As Undesirable Or OffensiveEqual Initiation And Participation Between The Alleged Victim And The Person He Or She Is Interacting WithSome Victims May Feel They Have No Choice But ToSubmitNot Necessary To State Behavior Is Unwelcome

```
############################################ÿ#ÿÿd#########d#########9#P###Ðö^#u
#'#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########w###Unwelcome And Demeaning Sexually
RelatedBehavior That Creates an Intimidating, HostileAnd Offensive Work
Environment.#
```

```
#################(##########################ÿ□#ÿÿd#########d#########9# ÿ###ùêþ-
      □#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########Z#########j###SubtleOne Incident Or Several
Intent Of Harasser Is IrrelevantPerception Or Impact On Harassed Person
```

#################(##########################ÿ□#ÿÿd#########d#########9#ðý##Pø:ý#
÷##############ÿ□#ÿÿd#########Z#########ª###When Do Requests For Dates
Constitute SexualHarassment? When It Is UnwelcomeWhat Constitutes Unwelcome?
Repeatedly Hearing □No□ As An Answer   What Constitutes No?

```
#################(##########################ÿ□#ÿÿd#########d############ÿ□#ÿÿd##
#######d#########9#□ý## öçü7
□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########Z#########□###
```

STALKING: Includes Actions Of A Person InRepeatedly Following Or Harassing Another Person InA Manner To Induce In A Reasonable Person A Fear OfSexual Battery, Bodily Injury Or Death Of That PersonOr A Member Of That Person's Immediate FamilyStaling Is A Violation Of The UCMJOBSESSIVE BEHAVIOR: Such Harassment CanInclude Unwanted Telephone Calls, Uninvited Visits ToPersonal Quarters, Etc.

#################(##########################ÿ□#ÿÿd#########d#########9#□þ##0÷×ý#¡#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########Z#############Was The Behavior Or Innuendo Sexual In Nature?Was The Behavior Unwelcome?Does The Behavior Create A Hostile Or Offensive Work Environment?Have Sexual Favors Been Demanded, Requested, Or Suggested--Especially As A Condition Of EmploymentOr Career And Job Success?

```
############################################ÿ#ÿÿd#########Z#########9#P###ø#m
#Ç#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########g###Contact Your Post's Equal
OpportunityAdvisor or,Call The Equal Opportunity SexualHarassment Hotline
```

```
#################(##########################ÿ□#ÿÿd#########d#######
####ÿ□#ÿÿd#########d#########9#ðý##`÷Gý□
ò#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########Z#########Ø###
```

Confront the Harasser;Use An Intermediary To Confront the Harasser;Write A Letter To The Harasser;Maintain A Log Or Diary Of Incidents;Request Sexual Harassment Training For The Unit, Or Report The Incident.

ÿà   #ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#############Maintain Professional Demeanor,Correct Behavior, Do Not Personally Attack PersonTell The Harasser What Actions You Do Not Like,Explain That The Action Offends You,Tell The Harasser To Stop,State That If The Actions Persist, You Will ReportThe Individual#

##ÿ□#ÿÿd#########Z#########9#####ð÷ùþC
ª#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########ê###Write Down The Facts,Explain How The Inappropriate Behavior MakesYou Feel,State What You Think Should Happen Next, Keep A Copy Of The Letter and Mailed RegistrationReceipt,If Needed - Make A Formal Complaint With LetterAs Proof.

#%#########%#################%#########%####ÿ□#ÿÿd#########Z#########9# ÿ##À÷ìþ½
      \#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########P#########ú###Make Notes Such As: Times, Dates, Places, Witnesses,And Any Actions Taken To Make The Harasser Stop.Keep Your Log Out Of The Office,Do Not Show You Log To Anyone,Decide Whether To File A Complaint, Using The LogAs Evidence Or Destroy The Log.

##ÿ#ÿÿd#########Z#########9#####À÷LÿU Ì#############ÿ#ÿÿd#########d#########¤###Training To Focus On Sexually Harassing BehaviorsBeing Exhibited,This Is A Subtle Resolution Technique,Makes Harassers Aware Of Their Inappropriate Behavior.

```
#################(##########################ÿ#ÿÿd#########d#########9#Àý## ö#ýü
#0##############ÿ#ÿÿd#########d#########@###OFFENSE             UCMJ ARTICLE
Making Sexual Comments  Art 89: Disrespect TowardOr Gestures
Superior Officer,                  Art 91: Insubordinate Conduct
         Towards A WO Or NCO,                  Art 117: Provoking Speech And
                     Gestures,                       Art 134: Indecent Language,
Offering Rewards For          Art 134: Bribery And GraftSexual Behaviors
```

```
#################(########################ÿ□#ÿÿd#########d#########9#0ý## ötü9
##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d######### ###OFFENSE                UCMJ ARTICLE
Making Unsolicited Or      Art 134: Indecent Assault,Unwelcome Sexual Contact
With Intent To Gratify LustOr Sexual DesireThreatening The Career, Job    Art
127: Extortion,Or Salary Of A Person UnlessHe or She □Cooperates□Engaging In Or
Condoning      Art 92: Failure To Obey AnSexual Harassment             Order Or
RegulationBehaviors                    Art 133: Conduct Unbecoming An
                  Officer
```

```
#################(##########################ÿ□#ÿÿd#########d#########9#0ý## ötüÜ
      Ü##############ÿ□#ÿÿd#########Z#########□###OFFENSE              UCMJ
ARTICLEInfluencing Or Threatening  Art 93: Cruelty And MaltreatmentThe Career,
Pay Or Job OfAnother Person In ExchangeFor Sexual Favors
```

#################(##########################ÿ□#ÿÿd#########d#########9#àþ##°ø,þû
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########£###Letters Of Admonishment And
ReprimandRehabilitative TransferNegative Performance Administrative Reduction
Discharge From ServiceDenial Of Certain Privileges½

```
#################(##########################ÿ□#ÿÿd#########d#######
####ÿ□#ÿÿd#########d#########9#□þ##PøÌý# ,#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#######
##ý###Soldiers Cannot Be Reprised Against For Filing AComplaint Of Sexual
Harassment Or UnlawfulDiscrimination,Soldiers Must Submit Their Complaints To
DoDInspector General For Investigation,DoD Hotline:  CONUS:  1-800-424-9098
      OCONUS:  (703) 604-8569ÿ
```

#################(##########################ÿ□#ÿÿd#########d#########9#pÿ##□÷
´þ½#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########<###Soldiers Shall Be Free From Reprisal ForMaking Or Preparing A Protected Communication (To Include Complaints OfUnlawful Discrimination And SexualHarassment) To A Member Of Congress, An IG, Or A Member Of A DoD Audit, Inspection,Investigation, Or Law Enforcement OrganizationOr Any Other Person Or Organization.

```
#################(##########################ÿ□#ÿÿd#########d#########9#□þ##PøÌýS
<#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########Â###Threats Or Acts Of Reprisal
Forbidden by Army AndThe Department Of Defense PolicyPunishable Under The UCMJ
Acts Of Reprisal Can Come From Your Co-WorkersOf Those In A Supervisory Position
```

#################(##########################ÿ□#ÿÿd#########d############ÿ□#ÿÿd##
#######d#########9#ðý##`÷<ýB
□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###In Judging Whether The Incident Is Sexual Harassment,It Must Be Viewed From The Perspective Of A Typical,Reasonable Third Party. Would A Reasonable Person Find That BehaviorHostile, Offensive, Or Intimidating And AdverselyAffect His/Her Ability To Do His/Her Work?The □Reasonable Person Standard□ Is Used ByCommanders And The Courts to Judge Whether TheConduct Was Sexual Harassment

```
############################################ÿ#ÿÿd#########d#########9#pÿ###ùÃþ0
      ó#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d############Army Policy On Sexual
HarassmentDefinition Of Sexual HarassmentPhysical And Verbal Types Of Sexual
HarassmentEffect Of Sexual Harassment On Unit CohesionAnd Readiness#
```

##ÿ□#ÿÿd#########d#########9#pÿ##À÷Ãþ
#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########l###Effect Of Sexual Harassment On
Individual PerformanceFour QuestionsUnwelcomeReasonable Person Standard

```
############################################ÿ□#ÿÿd#########d#########9#pÿ##À÷Ãþ¦
##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###EOA□s Role As Advisor To Commander
Definition Of Sex DiscriminationSix Informal Resolution TechniquesWho To File An
Equal Opportunity Complaint Withÿ
```

```
############################################ÿ□#ÿÿd#########d#########9#àþ##À÷3þË
#s##############ÿ□#ÿÿd#########d#########õ###Sexual Harassment Punishable Under
The UCMJ OrAdministrative PunishmentAdministrative Actions That May Be Taken
Totality Of CircumstancesImmediately Report Acts Of Sexual HarassmentImmediately
Report Acts Of Obsessive FollowingBehavior
```

```
############################################ÿ□#ÿÿd#########d#########3##□###ù□üÆ
#|#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########n#########}###   REACTIVE PROBLEM-SOLVING    SEES
VICTIM AS THE CAUSE    FOCUSES ON □FIXING□ THE VICTIM    NARROW APPROACH TO
SOLVINGt
```

##ÿ□#ÿÿd#########d#########3##□##êõ!
ý6###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########n#########²###   IDENTIFY A SOCIAL PROBLEM
STUDY THOSE AFFECTED AND HOW THEY   ARE DIFFERENT   DEFINE THE DIFFERENCES AS
THE CAUSE   ASSIGN SOMEONE TO CORRECT THE   DIFFERENCES

##ÿ□#ÿÿd#########d#########3##□###ù±ýv
#¢#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########n#########N###   UNEQUAL STATUS   DISTORTIONS OF
REALITY   ACCEPTANCE OF VICTIMIZATION

```
############################################ÿ□#ÿÿd#########d#########3##□##□÷Áü&
      ©#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########n#########¿###   PROACTIVE PROBLEM- SOLVING
   SYSTEM, ORGANIZATION, SOCIETY, OR    COMMUNITY COULD BE PART OF THE
PROBLEM     EVALUATES HOW SYSTEM CAN BE     IMPROVE TO PREVENT FUTURE PROBLEMS#
```

##ÿ#ÿÿd#########d#########3####:÷ñüö
#}#ÿÿ####ÿÿ#####ÿ#ÿÿd#########n#########ñ###IT IS THE ARMYS POLICY TO APPROVE
REQUESTS FOR ACCOMMODATION OF RELIGIOUS PRACTICES WHEN THEY WILL NOT HAVE AN
ADVERSE IMPACT ON READINESS, UNIT COHESION, HEALTH, SAFETY, DISCIPLINE, OR
OTHERWISE INTERFERE WITH THE SOLDIERS MILITARY DUTIES#

```
############################################ÿ□#ÿÿd#########d#########3##□##:÷ñüö
#i#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########x#########¿###ANY ACTION, INTENDED OR UNINTENDED,
THAT UNLAWFULLY OR UNJUSTLY RESULTS IN UNEQUAL TREATMENT OF A PERSON OR GROUPS
BASED ON RELIGION AND FOR WHICH DISTINCTIONS ARE NOT RATIONAL CONSIDERATIONS#
```

```
###########################################ÿ□#ÿÿd#########d#########3##□##:÷aü¶
      ç#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########x#############    DISCOUNTING BELIEFS OF
OTHERS    RELIGIOUS JOKES/SLURS    COMPULSORY SERVICES    EXCLUSIONARY PRAYER
STEREOTYPING PEOPLE BY THEIR RELIGION    NONASSOCIATION DUE TO RELIGION
FAILURE TO PROVIDE A ALTERNATIVE       SERVICES    LACK OF CONCERN#
```

##ÿ□#ÿÿd#########d#########3##□##□ú1ü&
#£#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########}###   WORSHIP PRACTICES   DIETARY
PRACTICES   MEDICAL PRACTICES   WEAR AND APPEARANCE   OF THE UNIFORM PERSONAL
GROOMING#

##ÿ□#ÿÿd#########d#########3##□##ªöAûF
4#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###   HIGH VALUE THE ARMY PLACES ON RELIGIOUS   BELIEFS   REQUEST IS SINCERE AND RELIGION BASED   IF THE ACCOMMODATION WILL HAVE AN   ADVERSE IMPACT ON MILITARY READINESS,   UNIT COHESION, STANDARD, HEALTH, SAFETY,   OR DISCIPLINE   IMPORTANCE OF THE ACCOMMODATION OT THE   INDIVIDUAL   IMPACT OF SIMILAR REQUESTS   ALTERNATIVES PREVIOUS TREATMENT OF SIMILAR REQUESTS#

##ÿ□#ÿÿd#########d#########3##□##Jùiûf
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########U###   SUPREMACIST   EXTREMIST
EXTREMIST ORGANIZATION   IDEOLOGY   MILITIA   GANGS#

##ÿ□#ÿÿd#########d#########3##□##□ø!
ýF#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########¯#########X###   IDENTITY (CREATIONISM)
WHITE SUPREMACY IDEOLOGY   PATRIOTISM - SURVIVAL IDEOLOGY

```
############################################ÿ□#ÿÿd#########d#########3##□##Jùaü#
#□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########V###   UCMJ ACTIONS   INVOLUNTARY
SEPARATION   RECLASSIFICATION   ADMINISTRATIVE ACTION
```

```
#############################################ÿ□#ÿÿd#########d#########3##□##:÷aüÆ
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########È#########¸###TO PROVIDE THE LEADERSHIP A
□PICTURE□ OF A UNIT AS IT IS PERCEIVED BY MEMBERS OF THE ORGANIZATION AS IT
RELATES TO RACE, GENDER, COLOR, RELIGION, NATIONAL ORIGIN, AND SEXUAL HARASSMENT
```

```
############################################ÿ□#ÿÿd#########d#########3##□##j÷#üæ
      ã##############ÿ□#ÿÿd#########□#########·###   DESIRED OUTCOME   SCOPE AND
SEQUENCE OF EVENTS   RESOURCES AND TIME   ACTION PLANNING AND INTERVENTION
STRATEGIES   CONDITION UNDER WHICH THE ASSESSMENT     IS CONDUCTEDO
```

```
############################################ÿ□#ÿÿd#########d#########3##□##j÷iûæ
      ##ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########ù###   BE CAPABLE AND COMPETENT
ACT ON PROBLEMS   DON□T ONLY FOCUS ON WHAT IS PERCEIVED     PERCEIVED IS WRONG
TREAT PERCEPTION AS HAVING REAL     REAL CONSEQUENCES   TREAT ALL EO PROBLEMS
WITH THE SAME     DEGREE OF SENSITIVITY AND SINCERITY½
```

##ÿ□#ÿÿd#########d#########3##□##Úöiû#
□#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########þ###

KNOW THE IMPACT OF WHAT IS SAID, SEEN, OR DONE BE ACCESSIBLE TO EVERYONE NOT ALL COMPLAINTS CAN BE SUBSTANTIATED BE AWARE OF THE ENVIRONMENT OF THE UNIT FOLLOW - UP ON ALLEGATIONS OF DISCRIMINATION SEEK ASSISTANCE FROM THE EOA

```
#########################################ÿ#ÿÿd#########d#########9#@ü##÷hûx
      4#############ÿ#ÿÿd#########d############   A HIGHER ECHELON COMMANDER
EQUAL OPPORTUNITY ADVISOR (EOA)   CHAPLAIN (CH)   STAFF JUDGE ADVOCATES (SJA)
PROVOST MARSHAL (PM)   INSPECTOR GENERAL (IG)   COMMUNITY HOMEFINDING REFERRAL
AND      RELOCATION SERVICES OFFICE (CHRRSO)   MEDICAL AGENCY PERSONNEL#
```

##ÿ□#ÿÿd#########d#########3##□##□÷Èûö
#è#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########`###   ENSURE INFORMATION IS COMPLETE
ENSURE INDIVIDUAL IS SWORN TO COMPLAINT   CLARITY BASIS OF COMPLAINT   IDENTIFY
ADDITIONAL INFORMATION   TELL WHAT HAPPEN NEXT   ACKNOWLEDGE RECEIPT   INITIATE
INQUIRY/INVESTIGATION (WITHIN 14   CALENDAR DAYS)   REFER TO APPROPRIATE
AGENCY/COMMANDER   (WITHIN 3 CALENDAR DAYS)   PROVIDE WRITTEN FEEDBACK

##ÿ□#ÿÿd#########d#########9#ðý##□ø#ý.
#Ø#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#########□###   CLARIFY NATURE OF COMPLAINT
INTERVIEW AS APPROPRIATE   GATHER INFORMATION   CONSULT ADVISORS   ASSESS
INFORMATION   RENDER DECISION ON FINDINGS

##ÿ#ÿÿd#########d#########9#ý##pöÜü6
¼#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#########w###   SUBMIT ON SEPARATE PAPER WITHIN 7
CALENDAR DAYS   SPECIFY ISSUES YOU DISAGREE WITH   SUBMIT TO IMMEDIATE OR NEXT
HIGHER COMMANDER   MAY REQUEST APPOINTMENT WITH APPEAL AUTHORITY   FINAL
DECISION AUTHORITY - FIRST GENERAL COURT   MARSHAL CONVENING AUTHORITY IN
CHAIN OF COMMAND   NO FURTHER APPEAL AVAILABLE WITHIN EO COMPLAINT   SYSTEM
FOLLOW-UP ASSESSMENT#

##ÿ□#ÿÿd#########d#########9# ü##□÷Èû□
#È#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########}#############TAKING OR THREATENING TO TAKE AN
UNFAVORABLE PERSONNEL ACTION OR WITHHOLDING OR THREATENING TO WITHHOLD A
FAVORABLE PERSONNEL ACTION, OR ANY OTHER ACT OR ANY OTHERACT RETALIATION,
AGAINST A MILITARY MEMBER FOR MAKING OR PREPARING A PROTECTED COMMUNICATIONa

```
############################################ÿ□#ÿÿd#########d#########3##□##j÷Èû6
#Ø#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########!###   VIOLATION OF LAW OR REGULATION
SEVERE CASE OF MISMANAGEMENT    FRAUD OR A GROSS WASTE OF PUBLIC      FUNDS   AN
ABUSE OF AUTHORITY OR POSITION   SUBSTANTIAL DANGER TO PUBLIC     SAFETY
COOPERATED WITH OR OTHERWISE     ASSISTED IN AND AUDIT, INSPECTION, OR
INVESTIGATION#
```

##ÿ□#ÿÿd#########d#########3##□##j÷□ü6
#j#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########b###   RESTRICTING A MILITARY MEMBER
FROM COMMUNICATING WITH MEMBERS   OF CONGRESS, DoD OFFICIALS OR OTHER   LAW
ENFORCEMENT AGENCIES   TAKING OR THREATENING TO TAKE AN   UNFAVORABLE
PERSONNEL ACTION,   WITHHOLDING OR THREATENING TO   WITHHOLD A FAVORABLE
PERSONNEL   ACTION, AS REPRISAL FOR MAKING OR   PREPARING A LAWFUL
COMMUNICATION

```
############################################ÿ#ÿÿd#########d#########3####j÷ü6
#l#ÿÿ####ÿÿ#####ÿ#ÿÿd#########d#############   MADE A PROTECTED DISCLOSURE
UNFAVORABLE ACTION THREATENED OR     TAKEN   OFFICIAL OR OTHER PERSON KNEW OF
DISCLOSURE OR COMPLAINT   DISCLOSURE CAUSED ACTION TAKEN   EVIDENCE THAT
DISCLOSURE CAUSED     ACTION  *  NOT REQUIRED IN ORDER TO REPORT#
```

##ÿ□#ÿÿd#########d#########3##□##j÷□üÆ
###ÿÿ####ÿÿ#####ÿ□#ÿÿd#########d#########□###SPECIAL / ETHNIC OBSERVANCES ARE DESIGNED TO DEVELOP AN AWARENESS OF THE VARIOUS CULTURES THAT CONTRIBUTE TO THE AMERICAN CULTURE#

##ÿ□#ÿÿd#########d#########3##□##Jù□üF
#à#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###   PREPARATION   INTRODUCTION
ACTIVITY   PUBLISH AND PROCESS   GENERALIZATION   SUBJECT MATTER EXPERT
OBSERVER   FACILITATOR OF GROUP PROCESS

```
############################################ÿ□#ÿÿd#########d#########3##□##*û¸üv
#º#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########P###   NORMS   STRUCTURE   DECISION
MAKING   INFLUENCE   FEEDBACK   COMPETITION
```

##ÿ□#ÿÿd#########d#########3##□##jú¸üÆ
#å#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########{###   THE RESCUER   THE PROJECTOR
THE PASSIVE AGGRESSOR   THE APOLOGIZER   THE FIGHTER   THE FLIGHTER   THE
QUESTIONER#

##ÿ□#ÿÿd#########d#########3##□##Êú#ý&
#E#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########□###   THE WITHDRAWER   THE MONOPOLIZER
THE KNOW-IT-ALL   THE COMPLAINER   THE DISTRACTOR   THE POLLYANNA   THE
INTELLECTUALIZER

##ÿ□#ÿÿd#########d#########3##□##ºø□üÆ
#à#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########º###   THE FACILITATOR   KEEP GROUP
MOVING   NOT PART OF THE DISCUSSION   PROJECT ENTHUSIASM   ADDRESS DYSFUNCTIONAL
BEHAVIOR   LISTEN   ABSENT OF PERSONAL BIAS   OPEN-ENDED QUESTIONS

##ÿ□#ÿÿd#########d#########3##□##ºøHýÆ
#J#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########»###   EXECUTIVE ORDER 10925 (1961)
CIVIL RIGHTS ACT (1964)   EXECUTIVE ORDER 11246 (1965)   DoD HUMAN GOALS PROGRAM
(1969)   DoD DIRECTIVE 1100.15 (1976)   DoD DIRECTIVE 1350.2 (1987)#

##ÿ□#ÿÿd#########d#########3##□##Úùxý□
#O#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########V###   DISPARATE TREATMENT   DISPARATE
EFFECT   REVERSE DISCRIMINATION   GOAL   QUOTA

##ÿ□#ÿÿd#########d#########3##□##Úùxý□
#O#ÿÿ####ÿÿ#####ÿ□#ÿÿd#########□#########A### WASIA DACOWITS VIETNAM POST
VIETNAM CONTEMPORARY ISSUES#